

Moving outside the school PLC

TAPPING INTO OUTSIDE EXPERTISE

EXPANDING THE WORK TO OTHER SCHOOLS

SHARING THE LEARNING

MAKING CONNECTIONS

Ways to use outside expertise

- Book studies, articles, resources
- Connecting with a researcher
- Following twitter, blogs, etc.
- Team attendance at OAME, NCTM or other conferences



Knowledgeable other

Research indicates that teacher learning is facilitated when they have access to a knowledgeable other. This knowledgeable other helps teachers to focus on students' mathematical thinking rather than on merely technical aspects of teaching (Hart, Alston, & Murata, 2011).

“Collaborative strategies for professional learning include professional networks inside schools and across school boundaries . . . These afford teachers important opportunities to share "craft wisdom" and build a professional culture that focuses collective energy on student learning.”
(Loucks-Horsley & Matsumoto, 1999, p. 264)

Outside Perspectives & Use of Experts

Experts as experience

Experts as sounding boards

Experts as facilitators



Learning from researchers and reaching out to others

- Skyping with a researcher
- Presence of a research assistant, board math lead
- Following twitter, accessing websites
- Students saving and sharing their learning

Extending the learning to other schools

- One school invited other secondary schools to visit their Grade 9 Applied classes to see some of the things they were doing
- Several school teams who were part of the project got together to visit one another's classes and team meetings
- Many schools involved their feeder schools in different ways



Extending Professional Learning Beyond your School

Sharing the learning

-Connections
between secondary
and elementary
teachers

-Extending the
learning to other
grade levels

Extending Professional Learning Beyond your School

Sharing the learning

-Grade 7 & 8 teachers and their students built connections to the secondary math department as a result of the PLC and the Grade 7 & 8 teachers connected to the work of the secondary teachers because they continued to build on professional learning from previous Math PLCs

-Continuum among the grades was a ripple effect in the schools (Grade 7 & 8 teachers shared their work at division meetings, informal settings etc. with the junior Grade 4, 5 and 6 teachers), creating collaboration and discussion on a common topic.

Making Connections, transitions and networks

- Making connections
- Creating smooth transitions
- Networking between different school boards
- New connections between old and new practices and resources are developed and extended



Making Connections, transitions and networks

- Connections beyond the original intention of the PLC are made (e.g., connections between secondary teachers and elementary students)
- Comfortable and smooth transition of students into our community helps avoid a dip in progress that is often caused by change in environment
- Students see new connections between their learning and their instructor's learning
- Educators are able to see and implement other ideas and examples related to the PLCs (e.g., other school board initiatives, new resources and teaching practices, assessment methods)



Discussion questions

- What are some ways that you enhanced your professional learning community by reaching beyond your school?
- What are some advantages to moving beyond your school?
- What are some effective ways to engage with the Grade 7 and 8 school community?
- What are the challenges to extending the learning beyond the PLC? How do we tackle these?